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БИКТАШЕВА, Г.Ш., СОРОКИН, И.С.
12-13 ЖАСТАҒЫ САМБИСТЕРДІҢ ОҚУ-ЖАТТЫҒУ ПРОЦЕСІНІҢ ТИІМДІЛІГІНЕ ЖЫЛДАМДЫҚ-КҮШ ЖАТТЫҒУЛАРЫНЫҢ ӘСЕРІ

Бүгін самбо – спорттық жекпе-жектің ең танымал және дамып келе жатқан түрлерінің бірі. Самбистердің спорттық шеберлігінің жоғары өсу қарқыны техникалық-тактикалық шеберлік-ті жетілдіру ғана емес, сонымен қатар самбистердің арнайы дене дайындығының ең жоғары дең-гейін қамтамасыз ететін маңызды физикалық қабілеттерін дамыту міндеттерін қамтиды. Бұл мақалада 12-13 жастағы самбистермен оқу-жаттығу сабақтарындағы жылдамдық-күштік жаттығулардың әзірленген кешендерін қолдану әдістемесінің әсері зерттеледі. Жаттығу процесіне тиімді әсер ететін және физикалық даму деңгейін арттыратын самбо жаттығуларының кешен-дерін қолдану әдістемесінің тиімділігі эксперименталдық тұрғыда анықталды. Эксперимент бары-сында 12-13 жастағы самбистермен оқу-жаттығу процесінің тиімділігіне жылдамдық-күш жаттығуларының оң әсері байқалды.

Кілт сөздер: *самбо, 12-13 жас, жаттығу кешені, дене дамуы, жылдамдық-күш жатты-ғулары.*

BIKTASHEVA, G.SH., SOROKIN, I.S.
THE INFLUENCE OF SPEED-POWER EXERCISES ON THE EFFICIENCY OF TRAINING PROCESS OF SAMBO WRESTLERS OF 12-13 YEARS OLD

Today Sambo is one of the most popular and developing types of combat sports. High rates of growth of sports skill of Sambo wrestlers include tasks not only improvement of technical and tactical skill, but also development of the important physical abilities providing the maximum level of special physical readiness of Sambo wrestlers. This article examines the influence of the method of using the developed complexes of speed-strength exercises in training sessions with Sambo wrestlers aged of 12-13 years old. Experimentally revealed the effectiveness of methods of using exercise complexes in Sambo, which increases the level of physical development and effectively affects the training process. During the experiment, a positive effect of speed-strength exercises on the effectiveness of the training process with Sambo 12-13 years old.

Key words: *sambo, 12-13 years old, a set of exercises, physical development, speed-strength exercises.*

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LEARNING VOCABULARY THROUGH APPLICATIONS ON SMARTPHONES

Abstract
This article describes applications as a means of enriching the vocabulary of a foreign language. The analysis revealed a number of applications used to enrich vocabulary, to test knowledge at different stages of a lesson and with different levels of language. Teaching through mobile applications is often overlooked

in the classroom and underrepresented in educational materials and teacher education courses. The presence and openness of such a problem when teaching a foreign language determined its relevance and, as a consequence, the choice of topic for the selected article.

Key words: *mobile learning, smartphones, applications, enriching vocabulary.*

1 Introduction

Nowadays, the foreign languages are undoubtedly in demand and the process of learning them poses a relevant investigation problem. Foreign languages are important at present not only for everyday and business communication, but also for academic and cultural purposes. A systematic transition to learning in Kazakh, Russian and English is carried out within the framework of the implementation of the 79 steps of the Nation Plan «100 steps» [1] approved by our first President Nursultan Nazarbayev. No one may deny the truth that the whole world is going mobile. In today's world, technology is changing the landscape of education and this includes second language (L2) learning and teaching too [2]. Technology helps students in a variety of way; it helps them visualize concepts better, communicate with each other and with the teacher more effectively, makes them more motivated, and learn a lot on their own [3]. Despite its importance and assistance in learning a foreign language, teaching via mobile applications is often overlooked in the classroom and underrepresented in teaching materials and teacher education courses.

2 Materials and Methods

Mobile devices include portable wireless technologies such as laptops, notebooks, tablets, smartphones, and wearables. Brasher and Taylor (2004) [4] «any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies». Ally (2009) [5] writes in his book of Mobile Learning the major benefit of using wireless mobile technology in his book which is to reach people who live in remote locations where there are no schools, teachers, or libraries. With the help of Mobile technology that can be used by anyone despite of their geographical location, which will in turn benefit communities in such places as a result students and workers, will stay with their families and are not supposed to move for jobs or to go to a different location to learn or to access information. He also said «At the same time, business owners, agriculture workers, and other working sectors can access information to increase productivity and improve the quality of their products by learning about agriculture and there aspects remotely using mobile devices. Finally, because remote access using wireless mobile technology reduces the need for travel, its use can reduce humanity's carbon footprint on earth to help maintain a cleaner environment». ECAR (2012) [6] reported, "Students value anytime, anywhere access to the Internet. In the most recent ECAR study of students and IT, 78% of students considered Wi-Fi extremely valuable to their academic success. While a wireless telecommunications network is obviously preferable because it allows interaction, updates, hyperlinks, and more, it is still not ubiquitous. The ECAR [6] research report Mobile IT in Higher Education, 2011 found that 76% of institutions report good or very good mobile communication signal coverage in the area of our institution. This is a positive trend for on-campus mobile learning; however, off-campus access to networks is important as well". Mobile learning is an increasingly popular approach to learning with technology, particularly with the increase in BYOD (Bring English learnersr Own Device) approaches to classroom learning, where students are using their own mobile devices to learn. However, ADL [7] defines mobile learning or "mLearning" as the use of handheld computing devices to provide access to learning content and information resources. Our definition of mobile learning is the use of mobile technology to make learning materials accessible and effective at a time and place convenient to the learner. Traxler (2009) [8] defined a number of mobile learning categories: technology-driven, portable, connected classroom, informal, personalized, situated, performance support and in the development context. He also outlined some aspects of affordances; infrastructure, sparsity, policy agenda and

blended learning modes. Laurillard (2007) [9] provided a slightly different interpretation, pointing to aspects of mobile learning's uniqueness as a learning mode by referencing learner generated contexts, digital objects co-located with the learner, the three «mobilities» in m-learning (learners, technology objects, and information) and motivation through ownership and agency. A substantial number of users is provoking the educators of English Language to utilize mobile phone innovation in English classrooms. Mobile phones are extremely little, convenient and comfortable to apply. In any case, people use mobiles as a mean of communication or recreational device and there is little mindfulness among the clients to utilize mobiles to learn and teach.

3 Results

Advantages of using mobile apps:

✓ Wherever and whenever

It's possible to lay in bed and watch a lecture or complete a survey whenever English learners want [10]

✓ Motivation

«We are going to take an online quiz! » English learners can see the smile on the faces of the children. It really motivates children to learn if they can use tablets or other mobile devices.

✓ Different types of content

Videos, audio files, images... are all things English learners can add with mobile learning. Videos make it possible to make learning more lively and interesting.

✓ Dynamic Teaching Methodologies

Mobile learning is extremely friendly to newer and modern teaching methodologies. It is extremely friendly towards visual learning, since it so easily supports audio, video, and images. This means that content built for mobile learning is inherently dynamic. These fast-paced, visually engaging graphics have been found to be more engaging for students in a classroom – it keeps their attention and conveys course material in an effective fashion [11]

✓ Long distance is not a problem

While one learner might be in New York and the other in Amsterdam, it is still possible to view the same content and take the same tests! This is one of the main benefits of mobile learning.

✓ Multi-device support

Perhaps one of the most significant benefits of mobile learning in education is that of multi-device support. In a mobile learning environment, the same course is available on various devices ranging from PCs, laptops, tablets and smartphones.

✓ Learning path

Phone based reminders and organizers are integrated with the mLearning platforms. Learners get ongoing notifications and updates on their courses, which they check anywhere and anytime. The can also resume their course easily, without unlearning previous content. The learning path established in a mLearning platform is more personalized and continuous.

✓ Improved Completion and Retention Rates.

Learning only happens when instructional content is completed and key points are retained. Mobile learning is designed to create engagement, which leads to course completion. In addition, being that mobile learning is also tailored to fit the device usage habits and learning patterns of today's learners, the result is higher rates of retention [12]

The mobile learning turnover is making a lot of buzz in the educational sphere, and the advantages without doubt emerge. In any case, nothing exists as a positive substance. While the development toward «m-learning» (as those absolutely aware of everything call it) denotes a change in how education approaches mechanical advancements, anybody considering the creating apparatuses needs to investigate some drawbacks before making the jump [13]

✓ Cost. On a more positive note, discounts and grants do make mobile learning a more accessible option for many classrooms. But districts these days aren't exactly enjoying the budgets

needed to incorporate smartphones, MP3 players, laptops, and other mobile devices into the hands of every student

✓ Do all the learners have mobile devices? Clearly, no member of the class should be made to feel disadvantaged either in or out of class, so learning tasks need to be carefully designed so that the desired learning outcomes for learners are not constrained by lack of a smartphone or tablet [14]

✓ Accessibility. Mobile learning buffs love touting how the strategy opens up more educational opportunities for special needs students – and they're definitely right!

✓ Prone to Distractions. The hyper connected smartphone user may receive, (or even expect to receive), SMS, social media or news notifications during a mobile learning session.

✓ Batteries. Taking advantage of mobile devices, especially smartphones, usually means downloading educational applications. Which, in turn, deplete batteries much quicker than rolling with the defaults.

✓ Security, privacy, and safety. When working with minors especially, educators need to weigh issues regarding privacy, safety, and security before ever toting a mobile device into math class. All lessons incorporating phones, tablets, laptops, and other gadgets also require both parental permission as well as intensive schooling in how to interact with others in digital spaces responsibly, ethically, and most importantly safely.

✓ Screens. Small, touch-sensitive screens are pretty much standard for tablets and smartphones, but they present a few challenges to learning.

✓ Storage. Mobile devices probably will not bring home too many gold medals for their ability to store data, which offers up a roadblock to student success. Even though many users – not just the teachers and students out there – turn toward cloud computing to address the problem, this strategy comes packaged with security risks.

✓ Obsolescence. Old people are right: technology does progress at a frequently dizzying rate, and keeping up with it often proves a most costly venture.

4 Discussion

Mobile applications are aplenty and can be used very effectively for developing skills in English and in my practice; we have formed a list of some mobile apps for enriching Vocabulary:

✓ Vocabulary Builder.

This is a powerful vocabulary game that helps learner's builder their vocabulary. The app enables users to quiz themselves everyday to learn over 1200 words picked by expert tutors. Words include definitions and are illustrated in sentences. There are also different levels of difficulty (e.g. advanced, intermediate, and advanced). Learners can also track their progress as they study.

✓ PowerVocab Word Game.

This mobile word game is a handy dictionary of challenging words. It also has a multiplayer mode where English leaners play with other live user – have fun with social gaming for playing words with friends type of games!

✓ Magoosh Vocabulary Builder.

If English learners are a fan of apps with clean interfaces, Magoosh Vocabulary Builder is definitely going to impress English learners. Everything is smooth and English learners enjoy the learning experience. The app has various lists for various entrance tests, for example, English learners can go with the GRE word list, the SAT word list or even the TOEFL word list. However, if English learners's main aim is not to take up any test and just build English learners vocabulary in general, English learners can go through the basic lists. When English learners repeat a word incorrectly, the app notifies English learners. Moreover, it keeps a track of learners learning progress.

✓ Vocabla.

Vocabla is an app for improving learner's English vocabulary. English learners can translate, collect & memorize words, phrases, idioms and other chunks of language. Vocabla is like dic-

tionnary that never forgets about English learnersr vocabulary. It can help English learners learn 300+ English words.

✓ BookWidgets.

BookWidgets is now also available on smartphones. With BookWidgets, English learners can make interactive exercises for English learner's students on tablets, computers and smartphones. As a teacher can choose between more than 40 different exercises and games.

✓ Kahoot.

Kahoot is probably the most well known example of a live edtech game. Kahoot engages students. Moreover, it is competitive. That is what students like. They want to win.

✓ Quizlet.

Quizlet is a quiz tool that focusses on terms and definitions. As a teacher, English learners add a class and make a quiz. Students can download the app and search for a quiz made by their teacher. Students can even make their own study sets. They just have to open their teacher's study set and choose what game they want to play. They can take a test, opt for the learn mode, learn by flashcards or match terms with their definitions.

5 Conclusion

In conclusion, we would like to say that living at the period of technological development, we have opportunity, which has already past to thoroughly consider the importance of using innovation in our classroom. Point of fact, we all have applied some gadgets while educating; nonetheless, couple of educators do use innovation successfully. Regrettably, a few teachers will in general feel that innovation is somewhat ruinous and can be used just as entertainment while warming up students. Mobile phones are becoming very popular in today's life since almost everyone can afford it, and during the last decade the role of mobile phones has changed; they are not longer considered as a tool for communication only, now they are used in teaching and learning. Mobile learning supports the learning process through mobile devices such as tablets, MP3 players, cell phones and smartphones. I believe M-learning is an effective tool for the 21st century education since it supports learning anywhere and anytime.

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КУДРИЦКАЯ, М.И., КАБУЛОВА, Ж.Ш.
СМАРТФОНДАҒЫ ҚОСЫМШАЛАР АРҚЫЛЫ СӨЗДІК ҚОРЫН ҮЙРЕНУ

Бұл мақалада қосымшалар шет тілдің сөздік қорын байыту құралы ретінде сипатталған. Талдау барысында лексиканы байытуға, білімнің әртүрлі кезеңдерінде және тілдің әртүрлі деңгейлерінде тестілеу үшін қолданылатын бірқатар қосымшалар анықталды. Мобильді қосымшалар арқылы оқыту сабақта жиі назардан тыс қалады және оқу материалдары мен мұғалімдердің оқу курстарында ұсынылмайды. Шет тілін оқыту кезінде осындай мәселенің болуы және ашықтығы оның өзектілігін және соның салдарынан таңдалған мақаланың тақырыбын таңдауды анықтайды.

Кілт сөздер: *ұялы оқыту, смартфондар, қосымшалар, сөздік қорын байытады*

КУДРИЦКАЯ М.И, КАБУЛОВА Ж.Ш.
ИЗУЧЕНИЕ СЛОВАРНОГО ЗАПАСА ЧЕРЕЗ ПРИЛОЖЕНИЯ НА СМАРТФОНАХ

В данной статье описываются приложения как средства обогащения словарного запаса иностранного языка. В ходе анализа выявлено ряд приложений, используемые для обогащения словарного запаса, для проверки знаний на разных этапах урока и с разными уровнями языка. Преподавание с помощью мобильных приложений часто упускается из виду в классе и не предоставлено в учебных материалах и курсах педагогического образования. Наличие и открытость такой проблемы при обучении иностранному языку определили ее актуальность и, как следствие, выбор темы для выбранной статьи.

Ключевые слова: *мобильное обучение, смартфоны, приложения, обогащение словарного запаса.*

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ОРГАНИЗАЦИЯ И СОДЕРЖАНИЕ ФИТНЕС-ПРОГРАММ
ПО ПАУЭРЛИФТИНГУ ДЛЯ СТУДЕНТОВ КГПУ

Аннотация
Сегодня для повышения физической подготовки и уровня здоровья студентов нужно совершенствовать традиционные и внедрять новые формы и методы проведения оздоровительной и физкультурной работы. Сейчас довольно самый популярный в последнее время вид физических нагрузок – фитнес. В связи с этим сейчас применяют в учебно-тренировочных занятиях физическую нагрузку – фитнес. В данной статье исследуется влияние методики использования разработанных комплексов упражнений в учебно-